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CHAPTER III

RESEARCH METHOD

A. The Research Design

This research is a descriptive quantitative research. According to Ary et.al (1985: 322) descriptive research method is used to obtain information about existing conditions and have been widely used in educational research. The aim of descriptive research is to describe “what exist” with respect to variables or conditions in a situation”. The aims of this research is to collect information from students to describe students’ attitude toward the implementation of teaching listening by using multimedia visual aids.

B. Time and Location of the Research

The location of this research was conducted at Hasanah Islamic Senior High School Pekanbaru Riau. This research was conducted from 2th – 10th August 2018.

C. The Subject and the Object of the Research

The subject of this research is the eleventh grade of Hasanah Islamic Senior High School Pekanbaru. In 2017/2018 academic year. While the object of this research is students’ attitude toward the implementation of teaching listening by using multimedia visual aids at Hasanah Islamic Senior High School Pekanbaru.

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D. Population and Sample

1. Population of the Research

The population of this research was the eleventh grade of Hasanah Islamic Senior High School Pekanbaru. It consisted of 2 classes which consisted 30 students. According to Ary et al. (2010, p. 148) the small group that is observed is called a sample, and the large group about which the generalization is made is called a population. The detail of the population of this research can be seen as follows:

Table III.1
The Total Population of the Eleventh Grade Students of Hasanah Senior High School Pekanbaru

No	Class	Total
1	XI IPS	18
2	XI IPA	12
Total		30

2. Sample of the Research

The writer use the purposive sampling technique to get the data based on the indicators of the variable. According to Ary et al. (2010, p. 156) state that purposive sampling is also referred to as judgment sampling; sample elements judged to be typical, or representative, are chosen from the population. In other words, a purposive sampling is one of sampling that is selected based on the knowledge of a population and the purpose of research. The subjects were selected because of some characteristics. The writer choose 30 students as the sample of this research because they had some opportunity to be a respondent, then the

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writer also considered that those students had implemented of teaching listening by using multimedia visual aids. The writer will take all of the students in eleventh grade as 30 students from the total of number of the population. The writer believed that they were able to give information needed to complete the data.

E. The Technique of the Data Collection

In order to collect some data in this research, the writer used one techniques to collect data, it was questionnaires.

1. Questionnaires

According to Cohen et al (2007) says that questionnaire is appropriate to investigate attitudes, perceptions and opinion. The writer will use questionnaires to measure students listening comprehension.

In order to answer two research questions, the writer employed two parts of the questionnaire, the first one is close-ended and the second is open-ended questionnaire. According Wilson (1996) in Cohen et al. (2007, p. 321) close questions prescribe the range of responses from which the respondent may choose. Close-ended part, the respondents only answer the questions based on the answers which will provided in the questionnaire. According to Bailey (1994) in Cohen et al. (2007, p. 321) states that open-ended questions are useful if the possible answers are unknown or the questionnaire is exploratory or if there are so many possible categories of response that close question would contain an extremely long list of options. In other words, open-ended questions also enable respondents to

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answer as much as they wish, and are particularly suitable for investigating complex issues, to which simple answers cannot be provided. In this part, the respondents should answer the questions based on their perception or their own answer. The writer provided a question, in this part the respondents will free to give their response related to the question given in the questionnaire.

In this research, the writer develop this questionnaire based on Likert-type items. According to Ary et al (2010, p. 394), Likert-type let the respondents indicate their responses to select statement on a continuum. In other words, the respondents should choose the statement based on the scale that is provided. In this research, the questionnaire provided responses from number one to four. The number indicated whether they strongly disagree, disagree, agree, or strongly agree. Moreover, there were two items in developing the questionnaire; they were negative and positive items. The writer used negative items in order to avoid the respondents' responses set influences.

According to Ary et al (2010, p. 210), to score the scale, the response categories must be weighted. Positive and negative items had different score for each scale because negatively stated items, the weighting was reversed because disagreement with an unfavorable statement was psychologically equivalent to agreement with a favorable statement. The score of each scale will be explained in Table III.2

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Table III.2
The Score Distribution of Each Item
(Source: Ary et al., 2010, p. 210)

Positive Statement	Negative Statement
Strongly Agree =4	Strongly Disagree =4
Agree =3	Disagree =3
Disagree =2	Agree =2
Strongly Disagree =1	Strongly Agree =1

In order to make the questionnaire's questions valid, the writer provided the questions based on some experts. However, the writer divided the close-ended questions into three categories which were explained in Table III.3.

Table III.3
The Questionnaire's Blueprint (Close-Ended)

Types of Questions	No	Statements or Questions
Close-Ended (Cognitive)	1	Video material can improve my listening comprehension
	2	Video can explain the authentic and the meaningful, the important part of the message can conveyed by the visual image
	3	Movies is useful in learning English and I have learned English by watching the movie
	4	Foreign language teachers have used visual aids for teaching learning process
	5	Learning by words and pictures is better than learning from words only
	6	Technology help teacher to measure students' interest and it is applied in listening assignment
	7	Listening is an important language skill which students are required to master
	8	The use of video allows me to use non-verbal components of communication that can help me in processing and comprehending listening
	9	Use English to share ideas and even to spread disseminate knowledge to other people
	10	Media is essential to teaching learning process
Close-Ended (Affective)	11	I believe that video can be more motivating me in listening subject

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Types of Questions	No	Statements or Questions
	12	I am interested in learning English if my teacher uses video as a teaching materials in English subject
	13	I prefer to use English video materials rather than use the materials that provided in the textbook
	14	I was enthusiastic if the teacher gave me the task or assignment
	15	I almost like face to face interaction when teaching listening
	16	I personally don't like if just hearing, preferring to use visual or face to face
	17	I like the characteristics of audio and visual make it easy for me to recall the materials
	18	I almost like invariably that good idea to begin a new lesson because it can help to discuss what the students are expected to enjoy the teaching learning process
	19	I like multimedia classroom so much better than traditional classroom
	20	I enjoy in multimedia contents, prefer multimedia learning materials, and believe that multimedia help me to learn
	21	I can demonstrate what I have learned by using multimedia visual aids
Close-Ended (Conative)	22	I can find problem solving in the task for language teaching easily and effectively in listening comprehension
	23	I have some reaction that shows bad behavior in receiving lessons in teaching listening
	24	I have a sincere positive attitude to show if I like in receiving lessons by using multimedia visual aids
	25	I was able to do the task quickly when the teacher uses multimedia visual aids
	26	I listened intently when learning listening material especially when the teacher using video
	27	I need to prepare for listening lessons when the teacher using multimedia visual aids
	28	I do my task related to listening lessons with optimism
	29	I try to do my task seriously and on time when the teacher using multimedia visual aids
	30	I can remember the lesson well when the teacher using multimedia visual aids

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The second part of the questionnaire consisted of open-ended questions. It was used to support close-ended question. This part divided into two questions related to students' experience of teaching with multimedia visual aids. In this part, the respondents should answer the question based on their own experience freely and without any limitation. The form of this questions can be drawn on the following page in Table III.4.

Table III.4
The Questionnaire's Blueprint (Open-Ended)

Open-ended	1	Do you find importance aspect to successful in listening comprehension by using multimedia visual aids ? (please, mention it)
	2	What is your opinion on the use of visual aids as a motivational tool in enhancing students' interest in learning English language? Please give your reason!

Validity and Reliability

1. Validity of Questionnaire

Before the questionnaire is given to the students, the writer analyzed the validity of the questionnaire first. According to Pallant (2011), the validity of a scale refers to the degree to which it measures what it is supposed to measure. He also stated that there are three types of validity: content validity, criterion validity, and construct validity.

In this research, the writer used construct validity because the instrument was adopted from an expert. Pallant (2011, p.7) stated that

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construct validity involves testing a scale not against a single criterion but in terms of theoretically derived hypotheses concerning the nature of the underlying variable or construct. And to analyze the validity of questionnaire, the writer used SPSS 16.0 program for windows. Then the writer compared r_0 and r_{table} in product moment Pearson correlation formula.

There are two criteria to determine validity of items: if $r_0 > r_{table}$ at the significance level of 5%, it means that the instrument is valid. If the $r_0 < r_{table}$ at the significance level of 5%, it means that the instrument is not valid. For $N = 30$ at the significance level of 0.05 in table of critical values for Pearson's correlation coefficient, the r_{table} is 0.3061. The following table is the comparison of r_0 and r_{table} :

Table III.5
The Validity of Questionnaire

Items	$r_{observed}$	r_{table}	Status
1	2.242	0.3061	Valid
2	2.619	0.3061	Valid
3	3.263	0.3061	Valid
4	1.345	0.3061	Valid
5	2.400	0.3061	Valid
6	2.193	0.3061	Valid
7	3.437	0.3061	Valid
8	3.425	0.3061	Valid
9	0.161	0.3061	Not Valid
10	2.995	0.3061	Valid
11	2.223	0.3061	Valid
12	0.853	0.3061	Valid
13	2.799	0.3061	Valid
14	2.223	0.3061	Valid
15	2.357	0.3061	Valid
16	0.816	0.3061	Valid

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Items	r_{observed}	r_{table}	Status
17	2.663	0.3061	Valid
18	0.485	0.3061	Valid
19	3.734	0.3061	Valid
20	3.131	0.3061	Valid
21	4.268	0.3061	Valid
22	3.472	0.3061	Valid
23	2.565	0.3061	Valid
24	1.180	0.3061	Valid
25	2.127	0.3061	Valid
26	2.160	0.3061	Valid
27	3.618	0.3061	Valid
28	2.427	0.3061	Valid
29	0.479	0.3061	Valid
30	1.316	0.3061	Valid

Based on the table above, there were 30 items that was used as questionnaire. After the writer gave the tryout of the questionnaire to the students which was not as the sample, it showed that 29 items were valid and 1 items were not valid. It means that all of the items that can be used in this research.

2. Reliability of Questionnaire

After analyzed the validity of questionnaire, then, the writer was getting the reliability of the questionnaire by using SPSS 16.0 program. According to Gay (2012, p.169), reliability is the degree to which a test consistently measures whatever is measuring. It means that the scores should be nearly the same when writers administer the instrument multiple times at different times. So, it is clear that reliability is used to measure the quality of the test scores and the consistency of the test. There are three principle types of reliability: reliability as stability, reliability as

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equivalence, and reliability as consistency. (Cohen, Manion, & Morrison, 2007).

This research used reliability as consistency, Cronbrach Alpha technique. He also stated that the level of internal consistency of Cronbrach Alpha as follows:

Table III. 7
The Level of Reliability

No	Reliability	Level of Reliability
1	>0.90	Very Highly Reliable
2	0.80-0.89	Highly Reliable
3	0.70-.079	Reliable
4	0.60-0.69	Marginally/minimally Reliable
5	<0.60	Unacceptably Low Reliability

To obtain the reliability of the questionnaire given, the writer used SPSS 16.0 program to find out whether the questionnaire is reliable or not.

Table III.8
Reliability Statistics

Cronbach's Alpha	N of Items
0.840	30

From the table above, it can be seen that the reliability analysis yielded a Cronbach Alpha of 0.840. It means that the reliability of the questionnaire was categorized highly reliable.

G. Technique of Analyzing Data

The data was analyzed through descriptive statistic. According to Creswell (2012), mean, mode, and median were needed to specify common trends in the data. The data analyzed and described by using words, table or



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chart to ease the explanation. The writer explained the number (statistical results) with the appropriate and understandable language. Then, every statement of questionnaire was described as clear as possible. Therefore, the writer used Statistical Package for the Social Sciences (SPSS) version 16.0 to count and to describe the data, and also to help the writer to analyze the data easily and correctly. Writer also used Microsoft excel to count the mean average of all data. The data analysis technique will use the formula as follow:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Number of Frequency

N = Total of Score